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1988 -

HAMILTON BOARD OF EDUCATION

INFORMATION BULLETIN

INFORMATION

The Budget



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

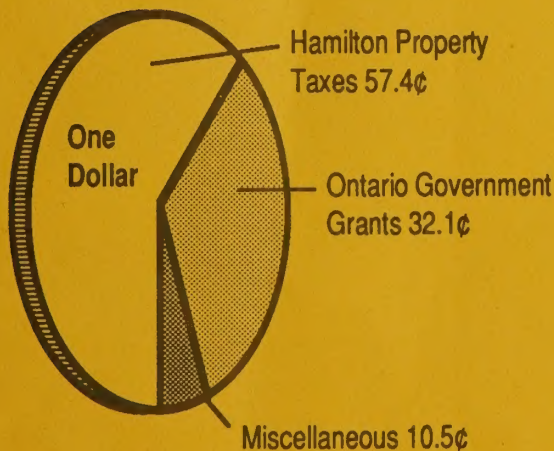
The Board's 1988 annual operating budget is \$201,125,214. Funding comes from two main sources — Hamilton property taxes and the provincial government. More than 78% of total expenditures go into salaries. Basic Revenues and Expenditures information appears below.

Revenues

Of each 1988 education dollar, 57.4¢ will come from Hamilton property taxes, 32.1¢ from Ontario Government grants and 10.5¢ from miscellaneous sources (cafeteria sales, rental of school facilities, supplementary taxes, tuition fees, investment interest, prior-year surplus and transfer payments).

There has been a steady reduction in Ontario grants, from 48% in 1975, to 32.1% this year. Each additional 1% shift represents an added burden of \$2 million dollars for Hamilton taxpayers.

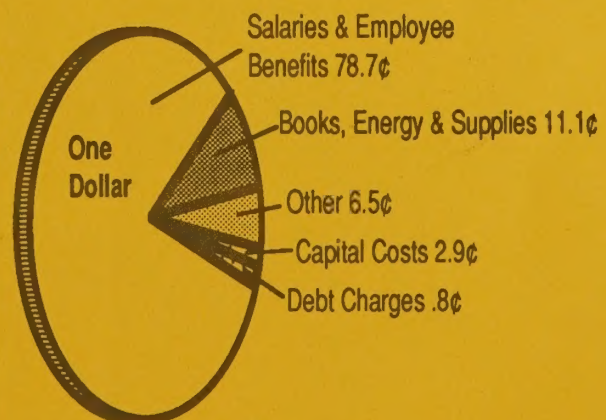
Revenues



Expenditures:

Education is a staff intensive service and salaries account for the major cost of providing education. The next largest expenditure goes for books, energy and supplies. During the 1970's and early 1980's, inflation had a major impact on the cost of all of these items. The effects are still evident. The fact that Hamilton's total enrollment since 1970 has dropped by more than 16,000 students has also contributed to rising costs for Hamilton taxpayers. As enrollments go down, grants are reduced. Unfortunately, because of the scattered nature of the enrollment decline — a few students per grade per year spread throughout several schools — it has been impossible to have proportionate cost reductions.

Expenditures

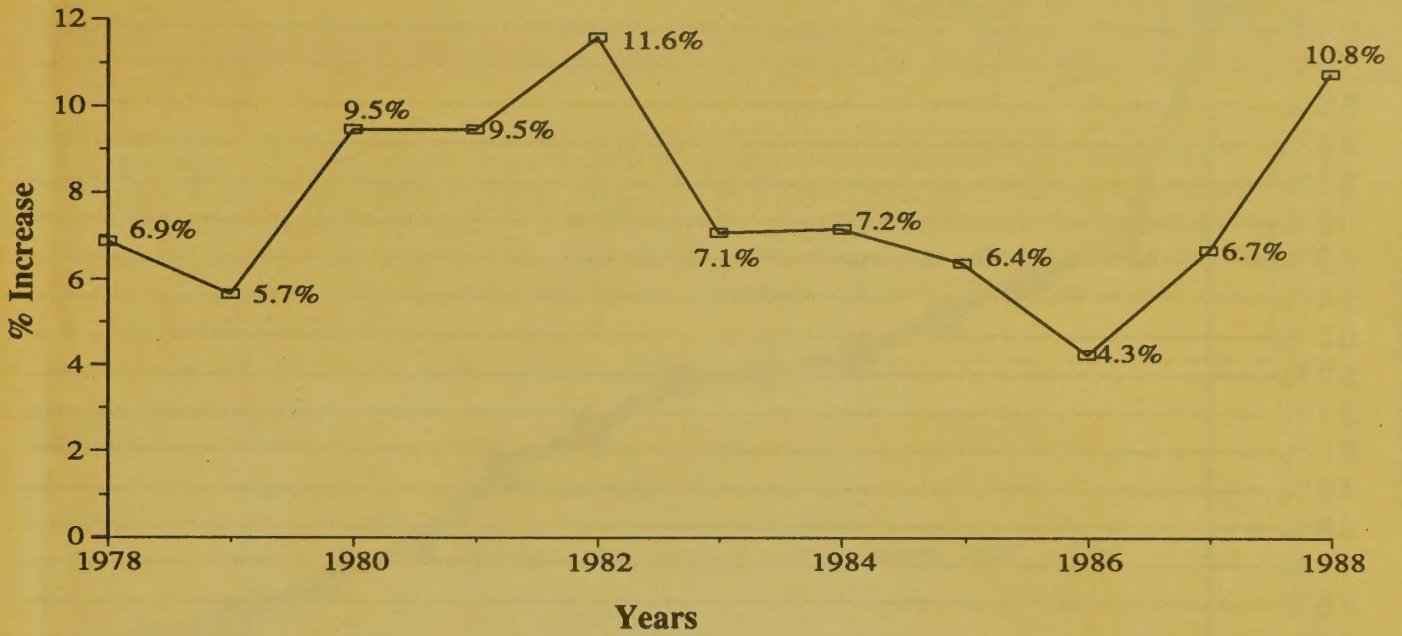


See 10-year budget graphs on reverse.

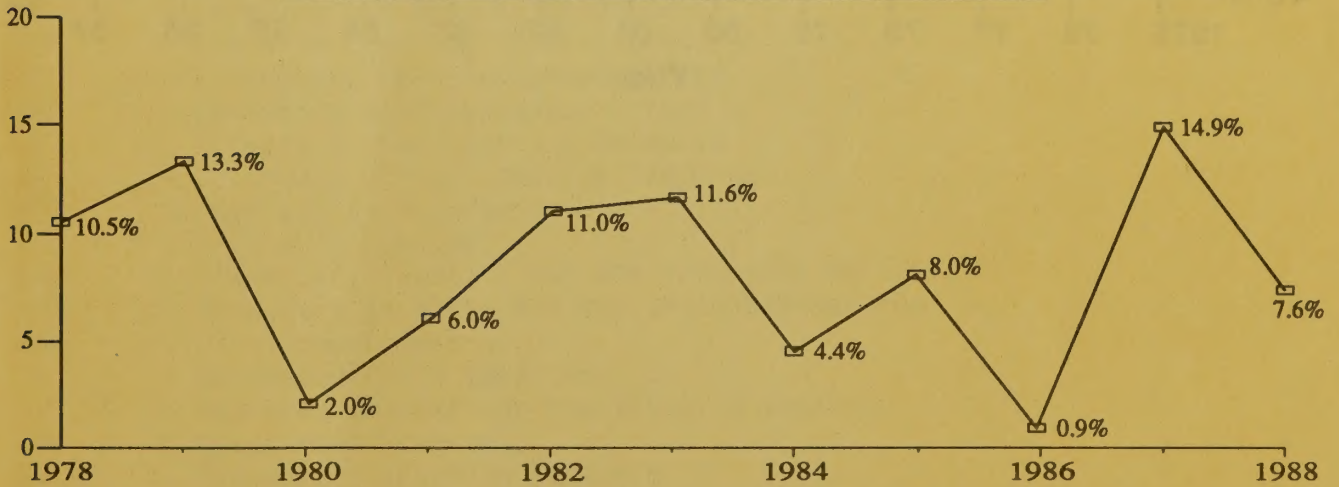
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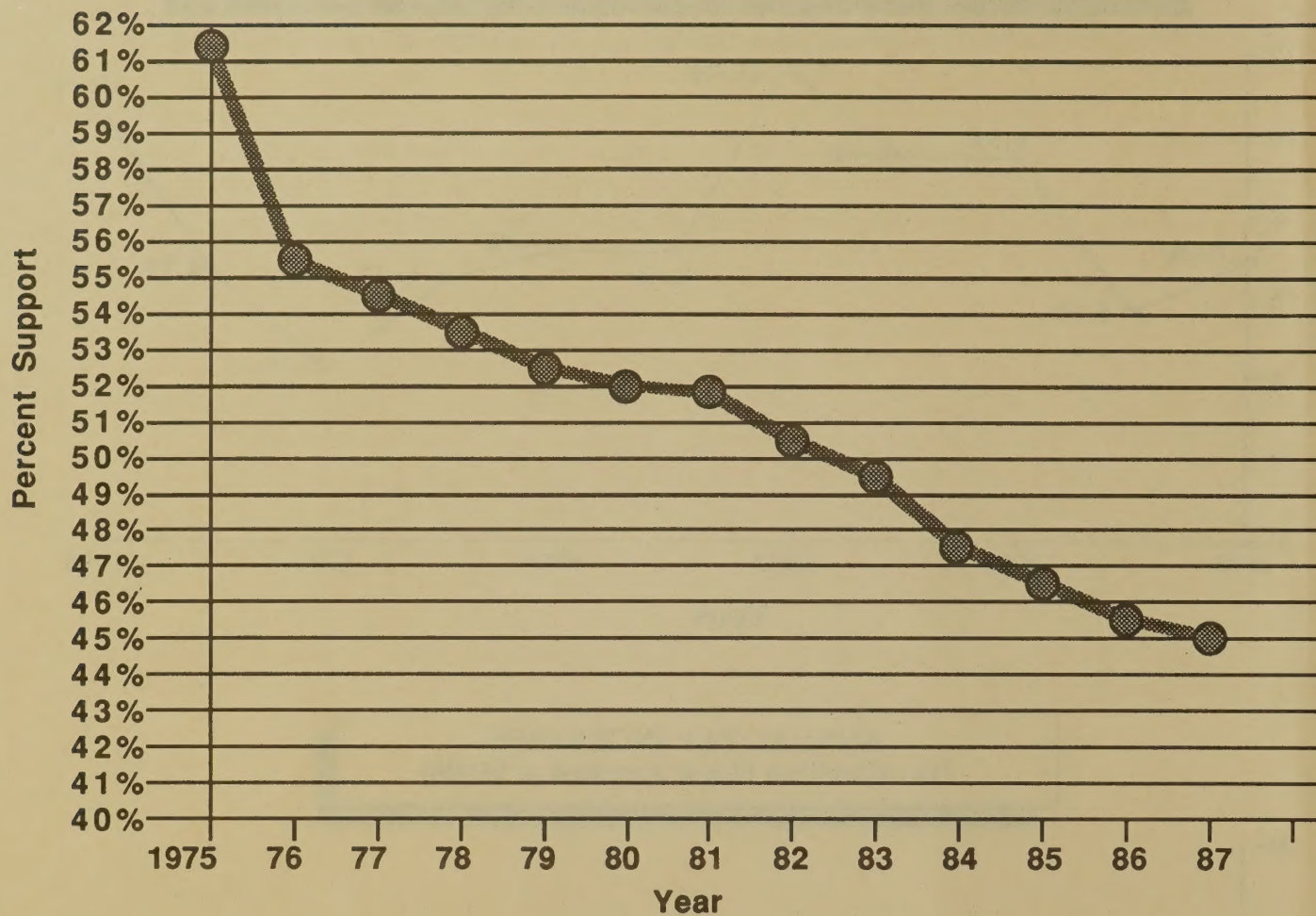
ANNUAL EXPENDITURE BUDGET INCREASES, 1978-1988



ANNUAL TAX INCREASES (On Hamilton House Assessed at \$5000)



Ontario Elementary - Secondary Education Provincial Support Percentage



INFORMATION

SPECIAL EDUCATION OVERVIEW



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

The Special Education Department provides programs and services for pupils who have exceptional needs. Such needs range from behavioural needs to communicational, intellectual, physical and multiple exceptionalities. Decisions for placement into a special education program, in all cases, are determined by an "Identification, Placement and Review Committee".

SUPERVISORY STAFF

- 1 - Supervisor (Co-ordinator)
- 6 - Consultants
- .5 - English as a Second Language/Dialect Consultant
- 4 - Secretaries
- 1 - Liaison Teacher (Section 16)

SPECIAL EDUCATION TEACHERS

- 7 - Behavioural Exceptionalities
- 1 - Autistic
- 5 - Auditorily Impaired
- 6 - Language and Speech Improvement
- 50 - Specific Learning Disabilities
- 14 - Elementary Self-Contained Gifted
- 2 - Secondary Self-Contained Gifted
- 4 - Primary Gifted Learning Resource
- 12 - Secondary Gifted Learning Resource
- 47 - Opportunity Programs
- 12 - Trainable Retarded
- 13 - Elementary Satellite for the Trainable Retarded
- 7 - Secondary Satellite for the Trainable Retarded
- 2 - Development Centre
- 4 - Orthopaedically Impaired
- 1 - Resource Teacher for the Visually Impaired
- 2 - Assessment Program
- 39.5 - Elementary Learning Resource
- 11.5 - Composite Secondary Learning Resource
- 8 - Vocational Secondary Learning Resource
- 18 - Community Facilities
- 4.5 - Elementary English as a Second Language
- 6.5 - Secondary English as a Second Language
- 5 - Augmentative Communications Resource
- 3 - Speech Correction
- 5 - Speech Language (Pathology)
- 2 - Elementary Itinerant

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The student "Identification, Placement and Review" procedure requires three assessments -- an educational, a health and psychological assessment of each student concerned. An annual review of each student's progress is also a mandatory requirement.

SPECIAL EDUCATION PROGRAMS/SERVICES

Below is a listing of Special Education programs and services provided by the Special Education Department. The information has been structured under "**Criteria**", indicating the basis used when placing students into various programs; "**Placement**", indicating where the programs are being provided; "**Program**", with brief descriptions. (See Special Education Parents' Guide brochure for further details).

A. BEHAVIOURAL EXCEPTIONALITIES

Behavioural Exceptionalities:

Criteria: Behavioural and/or social difficulty affecting school progress

Placement: In separate, self-contained classes or a regular class with withdrawal.

Program: Core curricula with individualized program to meet students' academic, behavioural and social needs

B. COMMUNICATION EXCEPTIONALITIES

Autistic:

Criteria: Disturbances in rate of educational development, ability to relate to the environment, mobility, perception, speech and language. A lack of the representational symbolic behaviour that precedes language.

Placement: In a self-contained class

Program: Individualized to meet individual needs

Specific Learning Disabilities:

Criteria: Identification as outlined by the definition currently in use by the Ministry of Education. (See Special Education Handbook - 1984 or call 521-2526.)

Placement: In self-contained classes with integration or regular classes with withdrawal.

Program: Core curricula, individualized program using alternative strategies.

Language and Speech Improvement:

- Criteria: **Severe language and/or speech delay and/or disorder affecting academic progress.**
- Placement: Self-contained classes with integration.
- Program: Core curricula with individualized program using alternative strategies.

Hard-Of-Hearing:

- Criteria: **An audiologocial assessment. Normal language development being affected by hearing loss.**
- Placement: Self-contained classes. Some integration into regular classes with support services.
- Program: Core curricula. Use is made of FM auditory training units provided by the Board.

C. INTELLECTUAL EXCEPTIONALITIES

Trainable Retarded:

- Criteria: **Overall developmental delays with significant intellectual deficits -- ages 5 to 21.**
- Placement: One senior school, 13 integrated satellite classes in regular schools, 7 senior interaction programs in three secondary schools and two developmental classes in one elementary school.
- Program: The junior schools' curricula include areas of intellectual, social, emotional and physical development. The senior programs provide an academic rotary program and life-skills curricula as well as interaction modules at secondary schools.

Opportunity (General Learning Disability):

- Criteria: **Intellectual range below average and dependence upon individualized programming.**
- Placement: Forty-seven self-contained primary, junior, intermediate and ungraded classes with integration into regular classes wherever profitable for the pupil as well as some students in regular classes with an appropriate withdrawal program.
- Program: Core curricula with individualized program.

Gifted:

- Criteria: Students who possess an unusually advanced degree of general intellectual ability and require differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program.
- Placement: Primary Division - Resource Withdrawal
Junior/Intermediate - Self-Contained Classes
Senior Division - Resource Withdrawal - Independent Study
- Program: Core curriculum skill development, thematic study and independent projects appropriately differentiated to meet the needs of the individual students.

D. PHYSICAL EXCEPTIONALITIES

Limited Vision:

- Criteria: An ophthalmological assessment. Student requires visual support services.
- Placement: Self-contained classes. Integration into regular classes with supportive services where appropriate.
- Program: Core curricula, program to meet the needs of individual students, including sight-saving materials.

Orthopaedic:

- Criteria: A comprehensive medical assessment. Student requires physical support services
- Placement: Self-contained classes with integration into regular classes. Multiple-handicapped students are accommodated.
- Program: Core curricula, programming to meet individual needs.

E. MULTIPLE EXCEPTIONALITIES

Assessment:

- Criteria: Primary disability difficult to establish and affecting academic progress.
- Placement: Self-contained class.
- Program: Core curricula, individualized program to meet academic, behavioural and social needs using alternative strategies

F. COMMUNITY FACILITIES

Education programs are being provided for students within the following community facilities:

- Lynwood Hall Children's Centre (Behavioural Exceptionalities Program)
- Woodview Children's Centre (Behavioural Exceptionalities Program)
- B'nai Brith Program (Behavioural Exceptionalities Program)
- Robert Mac Home (Trainable Retarded Program)
- Rygiel Home (Trainable Retarded Program)
- Arrell Observation Home (Delinquent Youth Program)
- Dawn Patrol (Delinquent Youth Program)
- Gracehaven (Home for Unwed Mothers Program)
- McMaster Medical Centre (Hospital-bound Student Program)
- St. Joseph's Hospital (Hospital-bound Student Program)
- Hamilton-Wentworth Detention Centre (Delinquent Youth)
- Webber House

G. LEARNING RESOURCE TEACHING PROGRAM

Elementary:

Criteria: Exceptional students and/or students with learning problems benefit for part of each day from the assistance of a specially trained teacher and specially designed work areas in accordance with their individual needs.

Placement: Resource room with support services

Program: Tutoring and special assistance provided on an individual basis to meet specific needs of students.

Secondary:

Criteria: Students with specific exceptionalities benefit for part of each day from the assistance of a specially trained teacher and the use of specially designed work areas in accordance with individual needs.

Placement: Resource room with support services

Program: Tutoring and special assistance provided on an individual basis to meet the specific needs of students.

H. ENGLISH AS A SECOND LANGUAGE/DIALECT

Criteria: Academic progress affected by lack of fundamental English skills.

Placement: Self-contained classes for half-day period; placement in their regular class for the remainder of the school day in their home school.

Program: Core curricula, English program to suit individual needs.

Board of Education for the City of Hamilton

ELEMENTARY SCHOOLS

Classes for:

ELEMENTARY SCHOOLS	Classes for:		Totals	
	Behavioural Students	Autistic Students	7	13
Behavioural Students				
Autistic Students				
Auditorily Impaired Students				
Students Needing Language and Speech Improvement				
Students with Specific Learning Disabilities				
Congregated Gifted Students				
Students with General Learning Disabilities				
Trainable Retarded				
Physically Impaired Students				
Students with Multiple Exceptionalities (Assessment)				
Students who require ESL (.5 Classes-FullTime Teacher = 2 Classes)				

SECONDARY SCHOOLS

Congregated Gifted Program	1				1	2
Trainable Retarded (Classes)	3		2			7
Physically Impaired (Class)				1		1
Students who require ESL (Lines/Classes)	30					30

SCHOOLS FOR THE TRAINABLE RETARDED

Vincent Massey - 12 classes

Note: The numbers on the chart indicate the number of classes in a given school.

INFORMATION

Child Care in Schools



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

A great deal of attention has been focused recently on the need for child care in all parts of the community, including schools. The Hamilton Board of Education now has before and after-school child care programs operating in several schools.

Few topics have attracted more general attention in recent years than the need for child care.

Which branch of the government is responsible?

The Ministry of Community and Social Services has primary responsibility for the provincial government's commitment to the provision of child care services. However, the Ministry of Education and school boards operate in a supportive role in carrying out this commitment.

What is the supportive role of school boards?

At present, school boards may make available for child care use that space which is not required for education purposes. Under new capital funding provisions, boards will design and construct school-based child care facilities and will provide the land for those facilities. School boards are not the licence-holders of child care programs and, therefore, cannot directly operate child care programs.

To what extent is the Hamilton Board of Education involved?

Hamilton's school system has quality programs which include education as well as child care. They are summarized into three categories below and set out in more detail on page two:

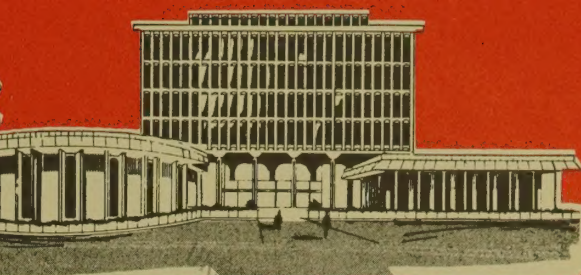
- **Category 1**—Programs with total cost borne by the Board: Junior Kindergarten and Senior Kindergarten Programs and Lunch Programs in all elementary schools.
- **Category 2**—Programs operating with some degree of “partnership” or association with the Board of Education.
- **Category 3**—Provision of school space only: YWCA Before and After School Program (Queen Mary and Central); First Base Before and After-School Program (Pauline Johnson, Earl Kitchener, A.M. Cunningham, Elizabeth Bagshaw, G.R.Allan and Norwood Park); Co-op Nursery Schools (Elizabeth Bagshaw and Linden Park) and the George Force Boys and Girls Club (Queen Victoria, Stinson and J. Edgar Davey).

Child Care Programs in Hamilton Schools

Program Features	JK/SK	Lunch Program	Hill Park	Caledon	Delta	Westdale	YMCA First Base in six schools
Licence & board of directors			√	√	√	√	√
Availability of subsidy money for fees			√	√	√	√	√
ECE Staff		√	√	√	√	√	√
Uncertified staff		√		√			√
Certified teaching staff	√	√					
Full day care			√	√			
Half day care			√	√	√	√	
Half day education	2-6 classes per school						
Infant care (numbers)				14			
Toddler care			10	5			
Pre-school care			16	11	16	32	
Lunch program		13,200					
Before school care							47
After school care							78
Adult students' children			√	√	√		
Curriculum integration for benefit to different age groups	some	limited	full	partial	limited	limited	
Parenting needs addressed			parent meetings	75mins per day	parent meetings	parent meetings	
Parenting students involved			all every second day	all for some time	some some of the time	2-4 during field site time	voluntary on P.D. Days
Co-op students involved	√		√	√	√	√	

INFORMATION

OVERVIEW - FACTS AND FIGURES



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

HAMILTON'S SCHOOL SYSTEM INCLUDES 91 SCHOOLS SERVING MORE THAN 50,000 STUDENTS. A BREAKDOWN OF STUDENTS, SCHOOLS, TEACHERS AND BUDGET APPEARS BELOW.

1. STUDENTS: (As of September 30, 1988)

- The total student enrolment in the regular day program was 39,431. The breakdown was as follows:

Elementary Schools	25,007
Secondary Schools (Composite)	12,620
Secondary Schools (Vocational)	1,598
Schools For The Trainable Retarded	206
	<u>39,431</u>

- An additional 1,208 adults are enrolled in daytime secondary school courses -- 1,080 in secondary composite and 128 in secondary vocational schools.
- 1,387 pupils (K-12) were in French Immersion programs (included in enrolment statistics set out above).
- Approximately 8,000 pupils are receiving Special Education services throughout our school system. The majority of students with special needs are being served in regular classes in neighbourhood schools. Others are being served in a limited number of Special Education classes and special schools. A brief listing of such programs, services and schools appears below as of October, 1988:

<u>Special Education Programs/Services/Schools</u>	<u>Number of Students</u>
. Assessment Program.....	4
. Auditorily Impaired.....	18
. Autistic.....	9
. Behavioural Exceptionalities.....	42
. Gifted (as of Sept.'87).....	237
. Language and Speech Improvement.....	49
. Opportunity.....	355
. Orthopaedically Impaired.....	24
. Specific Learning Disabilities.....	352
. Multiple.....	4
. Total Communications.....	4

1988-10-R-# 3

- . A varying number of students who are **homebound/hospitalized** for lengthy periods of time, are being served by seven Itinerant teachers.
- . Students experiencing speech **defects/deficits** are being assisted by five Speech/Language Pathologists, three Speech Correction teachers and two Speech Assistants who visit schools regularly.
- . A total of 206 students are being served by the Board's program for the trainable retarded -- which includes one segregated senior school, Vincent Massey and 22 satellite programs in regular elementary and secondary schools.
- . A total of 75 Learning Resource teachers are now located throughout the system -- 54 elementary, 13 composite secondary and 8 vocational secondary. They are assisting staff to meet an extremely broad range of special needs of students.
- . Educational instruction is provided for school-aged **children residing in and/or receiving treatment in** community facilities. Instruction by our school system is being provided within the following:
 - Arrell Observation Home
 - B'Nai Brith Cottage (Chedoke Hospital)
 - Dawn Patrol Group Home
 - Grace Haven
 - Hamilton-Wentworth Detention Centre (Young Offenders Unit)
 - Lynwood Hall Children's Centre
 - McMaster University Medical Centre
 - Robert Mac Home
 - Rygiel Home
 - St. Joseph's Hospital
 - Webber House
 - Woodview Children's Centre

2. SCHOOLS: (As of September 30, 1988)

- The Board of Education for the City of Hamilton is now operating 91 schools -- 72 elementary, 11 composite secondary, 6 vocational secondary, 1 school for the Trainable Retarded and 1 French-language secondary school.
- The Continuing Education Department is using 28 schools and 10 outside centres to provide day and evening classes for adults throughout Hamilton.

3. TEACHERS:

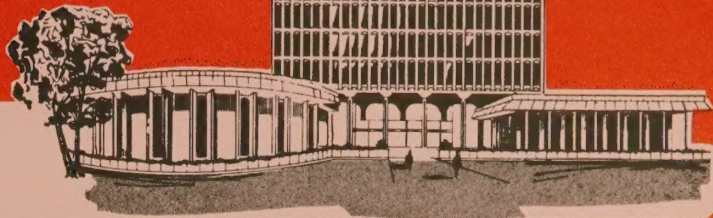
- . As of September, 1987 (1988 statistics are unavailable at this time), the teaching staff numbered 2,372.8 -- (1,403.15 elementary; 771.67 composite secondary; 164 vocational secondary; and 34 teachers of the Trainable Retarded).

4. THE BUDGET:

- The 1988 operating budget is \$201,125,214.
- About 57.4% budget revenue is coming from local property taxes, 32.1% from the Provincial treasury in the form of grants and the remaining 10.5% from a variety of miscellaneous sources.

INFORMATION

ABOUT THE BOARD'S STRUCTURE



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Education is a responsibility of the provinces. This was established in the terms of Canada's Confederation in 1867.

At the provincial level, the responsibility for providing education throughout Ontario is vested in a branch of the Government (the Ministry of Education, Ontario). Regulations for administering education throughout the province have been set out in legislation (The Education Act). Recommended courses of study for students are contained in Ministry guidelines.

At the local level, the Ministry vests much of its authority in elected boards of education. **The Board Of Education For The City Of Hamilton** is one such locally elected board. It is responsible for the administration of public elementary and secondary school education throughout the City. While the Board of Education is responsible to the provincial Ministry, it is not responsible to any municipal authority.

BOARD MEMBERSHIP

The Board consists of twenty-one members, known as trustees and elected as follows:

1. Eighteen members (two from Wards 1 to 6 and three from each of Wards 7 and 8) to represent public school electors.
2. Three members (elected on a city-wide basis by French Language electors) to represent the interests of students enrolled in Georges P. Vanier, the Board's secondary school which uses French as the language of instruction.

Elections to the Board of Education take place at the same time as municipal government elections. The term of office is three years.

COMMITTEES OF THE BOARD

To perform its responsibilities each year, the Board elects a Chairman. It also divides itself into three main working (standing) committees and into several subcommittees. While trustees are elected for three-year terms, the above positions (Chairman of the Board, committee membership, etc.) are for one-year terms. The three main (standing) committees are as follows:

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Development Committee

The Development Committee has a membership of seven trustees, including the Board Chairman and one member of the French Language Section. It meets at 6:15 on the first Thursday of each month. This committee's responsibilities are as follows:

- . support, facilitate and encourage creative, new development in the organization, including new technology and projects.
- . supervise all aspects of new development projects including financial management, implementation and evaluation of curriculum and special services, and modification of buildings.
- . research, develop and plan new initiatives (Ministry of Education or local) in an integrated way within a broad context that includes both program and financial considerations.
- . encourage regular evaluation in order to stop, start and continue programs.

Operations Management Committee

This committee is made up of eight trustees, including the Board Chairman and one member of the French Language Section. The committee meets monthly at 6:15 p.m. on the Tuesday preceding the second Thursday of each month. The committee's responsibilities are as follows:

- . supervise management of day-to-day funds -- control of payments and investments,
- . ensure that operations of the Board comply with the Education Act and with the Rules and Regulations of the Board,
- . review school accommodation and the deployment of staff within schools,
- . regulate acquisition, sale and maintenance of properties.

Personnel and Organization Committee

This committee has a membership of eight trustees including the Board Chairman and one member of the French Language Section. It meets at 6:15 p.m. on the second Thursday of each month and assumes the following responsibilities:

- . develop underlying philosophy by which human resource policies and practices are measured.
- . oversee the management of personnel including job descriptions, recruitment, hiring and performance evaluation as well as interviewing for senior personnel.
- . provide direction for staff development, succession planning, professional development and affirmative action.
- . ensure effective labour relations and collective bargaining.

COMMITTEES REQUIRED BY MINISTRY

While the above committees are set up according to regulations devised by the Board, two committees are set up each year as a requirement of the Ministry. They are a **Special Education Advisory Committee**, a **Supervised Alternative Learning For Excused Pupils Committee**, and an **Identification, Placement and Review Committee**.

- **Special Education Advisory Committee** - This committee consists of three trustees, one or more members who are French Language, one representative from each of local associations (not to exceed 12) of parents concerned with the well-being of exceptional children or adults, and one or more additional members who are not from the above groups. This committee may make recommendations on matters affecting the establishment and development of special education programs and services for exceptional pupils.
- **Supervised Alternative Learning for Excused Pupils** - This committee is composed of six trustees including the Chairman of the Board, one supervisory officer of the Board and four community representatives. It considers all applications under legislation allowing students at ages 14 and 15 to apply for alternatives to regular school attendance.

BOARD MEETINGS

Structure of Agenda:

At the regular Board meetings, committee recommendations are considered "en bloc" under "General", "French Language" and "Elementary/Secondary" sections. Recommendations are not dealt with separately unless raised by a member.

Procedure at Meetings:

At committee meetings, each item is considered in turn. Decisions are based upon a majority vote of the members present. Recommendations which are adopted in this way are referred to the general Board meeting for final approval.

Frequency of Meetings:

The full Board meets regularly at 8:00 p.m. on the third Thursday of every month (except August, when no meeting is held). Special Board meetings may be held at the call of the chairman as special needs arise.

The three standing committees also meet monthly, except in August. Additional committee meetings may also be held at the call of the committee chairmen.

Ad hoc committees meet as often as the tasks at hand dictate. The total number of Board committee meetings normally exceeds 100 each year.

THE 1989 BOARD OF EDUCATION FOR THE CITY OF HAMILTON

TRUSTEES - Public School Electors

- | | |
|---|---|
| Ward 1 - Marjorie S. Baskin, B.A.
- Judith Bishop, B.A., M.A. | Ward 5 - Margaret A. Cunningham
- Canon Joseph H. Rogers, C.D., S.Th. |
| Ward 2 - Dr. John Johnston, B.A., M.A.,
B.D., Th.M., Ph.D., D.D.
- Anne Stewart | Ward 6 - June L. Deans
- Marion E. Lowe |
| Ward 3 - Robert Stewart
- Bert Allen | Ward 7 - Helen M. Detwiler, B.A.
- Peter C. Kennedy
- Geoff Korz |
| Ward 4 - Ray E. Mulholland
- Ruth Van Horne | Ward 8 - Mary Caye Clarke, B.A.
- Wesley R. Hicks, B.A.
- John Penner, B.A. |

TRUSTEES - French Language Section

- Marie Patenaude Barker
- Jean F. Desmarais, B.A.Sc., P.Eng.
- Hubert Paquin

1989 BOARD OF EDUCATION

Mary Caye Clarke, Chairman of the Board
Ray Mulholland, Vice-Chairman

Hubert Paquin, Chairman, French Language Section

Development Committee

Bert Allen (Chairman)
Marie Barker
June Deans
Peter Kennedy
Geoff Korz
Anne Stewart
Mary Caye Clarke

Personnel and Organization
Committee

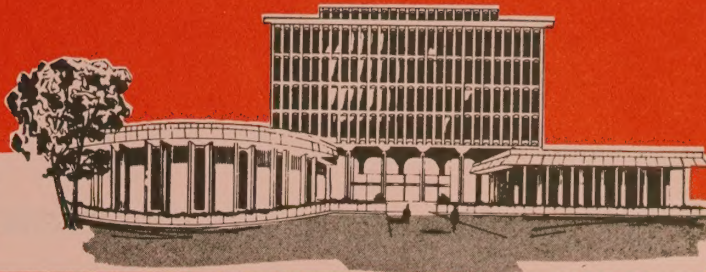
Wes Hicks (Chairman)
Marjorie Baskin
Ray Mulholland
John Johnston
Hubert Paquin
Robert Stewart
Ruth Van Horne
Mary Caye Clarke

Operations Management
Committee

Margaret Cunningham (Chairman)
Judith Bishop
Jean Desmarais
Helen Detwiler
Marion Lowe
John Penner
Joe Rogers
Mary Caye Clarke

INFORMATION

I.S. #6E
89/03 **OFFICE OF THE SUPERINTENDENT**
OF FRENCH LANGUAGE SCHOOLS



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

General Information

The office of the Superintendent of French language schools is responsible for the French language secondary school Georges-P.-Vanier. The school offers students living in the city of Hamilton and in the counties of Brant, Hamilton-Wentworth, Halton, Haldimand, Waterloo and Wellington the opportunity to attend classes in French with an adequate instruction of the English language so that they can reach, in accordance with Board standards, the same level of efficiency in English as all the other students of the Board.

Except for English classes, French is used in every subject, and in every aspect of school life. As other schools of the Board, Vanier provides a variety of programs in French such as special education, continuing education, cooperative education, and programs designed for advanced, general and basic level students. All the programs and services are offered in accordance with the Ministry and Board policies and guidelines, and meet the needs of Francophone students. The administration of such programs is the responsibility of the three Francophone trustees, Mr. Hubert Paquin (Chairman), Mrs. Marie Patenaude-Barker and Mr. Jean Desmarais, who make up the French Language Section of the Board of Education for the City of Hamilton.

Management

As the other superintendents of schools, the superintendent of French Language Schools responsible for Georges-P.-Vanier is in charge of administration and supervision. In addition, it is his duty to coordinate, for the French Language Section, programs and services offered to Francophone students. He reports to the Associate Director of Education and works in cooperation with the superintendents of schools as well as the Superintendent of Human Resources, of Curriculum and Special & Educational Services, of Finance, of Information Services and of Plant so that the administration of the school for which he is responsible is carried out in accordance with the Board's guidelines.

OFFICE OF THE SUPERINTENDENT OF FRENCH LANGUAGE SCHOOLS

Rosaire C. Lavoie - Superintendent of French Language Schools
 France Guimond - Secretary to the Superintendent
 Dave Lyell - Supervisory Foreman
 François Benoit - Consultant, Curriculum
 Darlene Bennett-Bauer - Consultant, Psychological Services
 Monica Knott - Speech Pathologist
 Wanda Lane - Consultant, Special Education

GEORGES-P.-VANIER SECONDARY SCHOOL

Issam Massouh - Principal
 Henri Bigras - Vice-Principal

SECRETARIES

Lucie Desrochers - Senior Secretary
 Marie Fréchette - Secretary, Guidance
 Lillian Gagné - Secretary, Library
 Josée Gagnon - Secretary, Bookstore
 Élisabeth Gauthier - Secretary, Attendance

TEACHING PERSONNEL

Denyse Beauchemin - Department Head, Français
 Lise Beaulac - L.R.T.
 Brigitte Bégin
 Jean-Guy Bélanger - Department Head, Technological Studies
 Allan Boyd
 Douglas Clarke
 Jeannine Connor
 Lorraine Currie
 Lesly Dorcé
 Marc Gaulin - Department Head, Social Sciences
 Denise Gauthier
 René Gauthier - Department Head, Physical Education

Annette Gibson
 Ralph Grant - Department Head, Arts
 Élias Ibrahim - Department Head, Business Education
 Daniel Labrosse
 Gabrielle Labrosse
 Roger Landry
 Michelle Lapointe
 Annie Larouche
 Noël Lauzon - Department Head, Mathematics
 Joanne Mooney
 Rosaire Provencher
 Lucienne Rowan - Department Head, Guidance
 Richard Sauvé - Teacher-Librarian
 Pierre Simard
 Linda Simeoni
 Monique Stéprien
 Raymond Therrien - Department Head, Science
 Raynald Trudel
 Sara Weedon-MacDonald - Department Head, Languages, G.L.R.T.

CARETAKERS

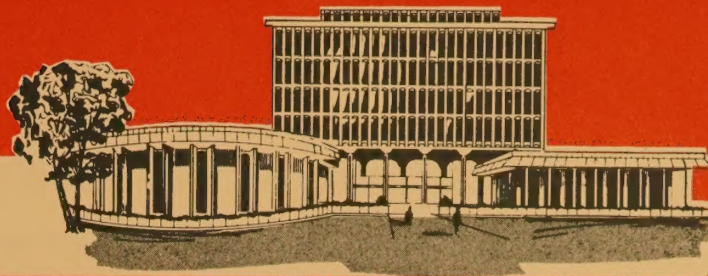
Lois Cascagnette
 David Earll, Assistant Foreman
 Yolanda Fortier
 Don Grasley, Foreman
 Mary Guymer
 Larry Hardman, Fireman
 Phyllis Lawson
 Rosaire Séguin, Fireman

LUNCHROOM SUPERVISORS

Louise Dumais
 Lisette Madison

INFORMATION

S. #6F
89/03 **BUREAU DU SURINTENDANT
D'ÉCOLES DE LANGUE FRANÇAISE**



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

Renseignements généraux

Le Bureau du surintendant d'écoles de langue française s'occupe de l'école secondaire de langue française Georges-P.-Vanier. C'est une école qui offre aux élèves de la ville de Hamilton et des comtés de Brant, Hamilton-Wentworth, Halton, Haldimand, Waterloo et Wellington la possibilité d'y suivre des cours en français tout en recevant de solides notions d'anglais. Ainsi, les élèves francophones peuvent atteindre, en conformité avec les normes du Conseil de l'éducation, le même niveau de compétence en anglais que tout(toutes) les autres élèves du Conseil.

À l'école Georges-P.-Vanier, toutes les matières sont enseignées en français (à l'exception d'English) et toutes la vie scolaire se déroule dans cette langue. Comme dans les autres écoles secondaires du Conseil, il existe un éventail de programmes scolaires en français tels que l'enfance en difficulté, l'éducation permanente, l'éducation coopérative, les programmes qui s'adressent aux élèves du niveau avancé, général et fondamental. Les programmes scolaires et les services aux élèves sont conformes aux principes directeurs et aux lignes de conduite du ministère de l'Éducation et du Conseil, et répondent aux besoins des élèves francophones. Tous ces programmes sont gérés par M. Hubert Paquin (président), Mme Marie Patenaude-Barker et M. Jean Desmarais, conseillers francophones qui forment la Section de langue française du Conseil de l'éducation de la ville de Hamilton.

Administration

En plus d'assurer l'administration et la supervision comme les autres surintendant(e)s d'écoles, le surintendant francophone responsable de l'école secondaire Georges-P.-Vanier coordonne pour la Section de langue française les programmes et les services offerts aux élèves francophones. Il rend compte de ses actions à l'adjoint au directeur de l'éducation et travaille conjointement avec les surintendant(e)s d'écoles et les surintendant(e)s des ressources humaines, des programmes scolaires et services spéciaux, des finances, des informations et des services et installations afin que l'école qui relève de sa compétence soit dirigée et administrée conformément aux directives du Conseil de l'éducation de la ville de Hamilton.

BUREAU DU SURINTENDANT D'ÉCOLES DE LANGUE FRANÇAISE

Rosaire C. Lavoie - Surintendant d'écoles de langue française
 France Guimond - Agente de bureau
 Dave Lyell - Contremaître des services et installation
 François Benoit - Conseiller, programmation
 Darlene Bennett-Bauer - Conseillère, psychologie
 Monica Knott - Orthophoniste
 Wanda Lane - Conseillère, éducation spéciale

ÉCOLE SECONDAIRE GEORGES-P.-VANIER

Issam Massouh - Directeur
 Henri Bigras - Directeur adjoint

SECRÉTARIAT

Lucie Desrochers - Secrétaire en chef
 Marie Fréchette - Secrétaire, services à l'élève
 Lillian Gagné - Secrétaire, centre de ressources
 Josée Gagnon - Secrétaire, responsable des manuels scolaires
 Élisabeth Gauthier - Secrétaire, assiduité

PERSONNEL ENSEIGNANT

Denyse Beauchemin - Chef de section, français
 Lise Beaulac - Enseignante-conseil
 Brigitte Bégin
 Jean-Guy Bélanger - Chef de section, études technologiques
 Allan Boyd
 Douglas Clarke
 Jeannine Connor
 Lorraine Currie
 Lesly Dorcé
 Marc Gaulin - Chef de section, sciences sociales
 Denise Gauthier
 René Gauthier - Chef de section, éducation physique
 Annette Gibson

Ralph Grant - Chef de section, arts
 Élias Ibrahim - Chef de section, affaires et commerce
 Daniel Labrosse
 Gabrielle Labrosse
 Roger Landry
 Michelle Lapointe
 Annie Larouche
 Noël Lauzon - Chef de section, mathématiques
 Joanne Mooney - Coordonnatrice, éducation permanente
 Rosaire Provencher
 Lucienne Rowan - Chef de section, orientation
 Richard Sauvé - Responsable du centre de ressources
 Pierre Simard
 Linda Simeoni
 Monique Stépian
 Raymond Therrien - Chef de section, sciences
 Raynald Trudel
 Sara Weedon-MacDonald - Chef de section, English, responsable du programme de douance

CONCIERGES

Lois Cascagnette
 David Earll, contremaître adjoint
 Yolanda Fortier
 Don Grasley, contremaître
 Mary Guymer
 Larry Hardman, opérateur de chaudières
 Phyllis Lawson
 Rosaire Séguin, opérateur de chaudières

SURVEILLANTES À LA CAFÉTÉRIA

Louise Dumais
 Lisette Madison

INFORMATION

S. #7
89/03

CURRICULUM AND SPECIAL & EDUCATIONAL SERVICES



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

The accelerating changes of modern technology in the present information age have resulted in extensive demands for wide-ranging curricular programming for all students. Appropriate delivery of quality education to address these needs can only be achieved through the co-operative effort of shared pro-active planning. Recognizing this need for progressive change, administration and elected officials have promoted a re-organization in the Curriculum and Special & Educational Services Supintendency designed to result in a more sensitive and service-oriented curriculum support system.

Function of the Superintendency

The Curriculum and Special & Educational Services Department supports the development of new and relevant, quality programming, the maintenance of the excellence of existing programs and co-ordinated long-term planning which follows established system directions. The provision and allocation of appropriate resources and support to implementers is an integral part of the function of the Department.

Statement of Philosophy

Curriculum is the sum total of all student experiences within the context of our schools. It is the express function of the curriculum and Special and Educational services department to deliver a quality system of education which addresses the individual learning needs of all students.

The achievement of this organizational goal of the Department can only be attained through the concerted action of its people. A key factor in the educational accountability of the Department is the facilitation of the interactions among those responsible for curriculum review, development and implementation. Consequently, the Curriculum and Special & Educational Services Department will endeavour to support both teachers and resource personnel, so as to enable them to ensure the most appropriate educational programming for each student.

In order to deliver quality programming which can be skillfully adapted to the individual learning needs of students, the Curriculum and Special Educational Services Department will be united under a common philosophy designed, to provide an effective, co-operative system of support that will encourage students to reach their full learning potential and allow them to gain personal satisfaction from their total school experience.

The Role of the Superintendent

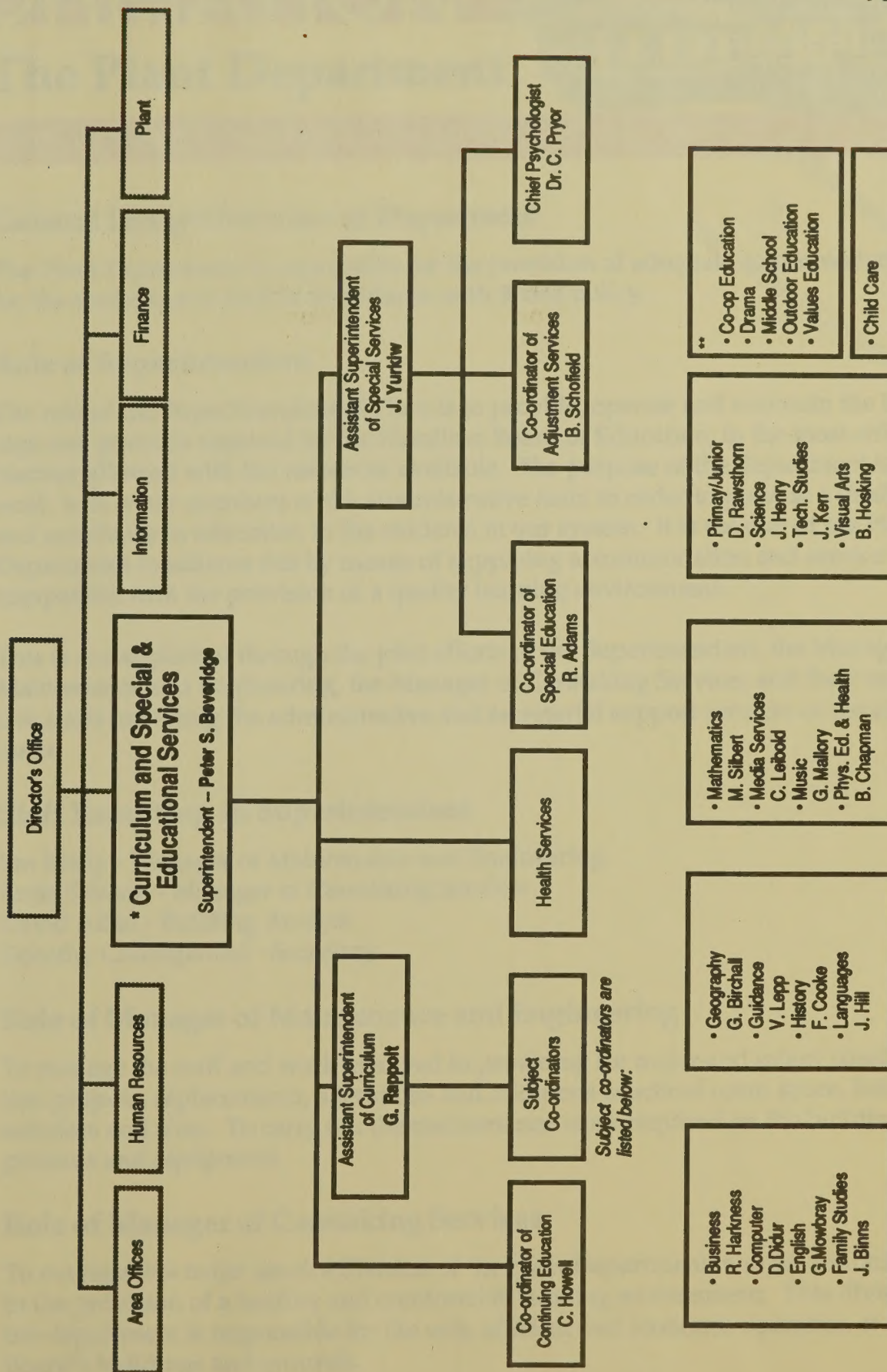
The Superintendent of Curriculum and Special & Educational Services is a member of the Senior Management Team and as such is responsible to the Office of the Director. As a leader in the new organization, he has not only strong personal values and a commitment to the worth of others, but also a desire to further develop the excellence of the Hamilton Public

Education System. He expects that he and his staff will make a difference in the education of students in our system. In global terms, his responsibilities and duties are in the areas of:

- a) Curriculum development, professional development, evaluation of program and student achievement, and
- b) The administration and co-ordination of regular and special services and resources to support effective program delivery for regular and special needs students.

In the efficient management of those responsibilities, an awareness of the changing needs of our multi-cultural, pluralistic society is essential, as is a close liaison with the community and professional groups. The Superintendent will assure that within the philosophical framework of the Department, curriculum is designed, implemented and reviewed consistent with the Hamilton Curriculum Model. The ongoing three year plan for curriculum development will be subject to a cyclical renewal and will be linked to effective performance reviews of individuals and programs. Future directions of the Department will be mutually determined.

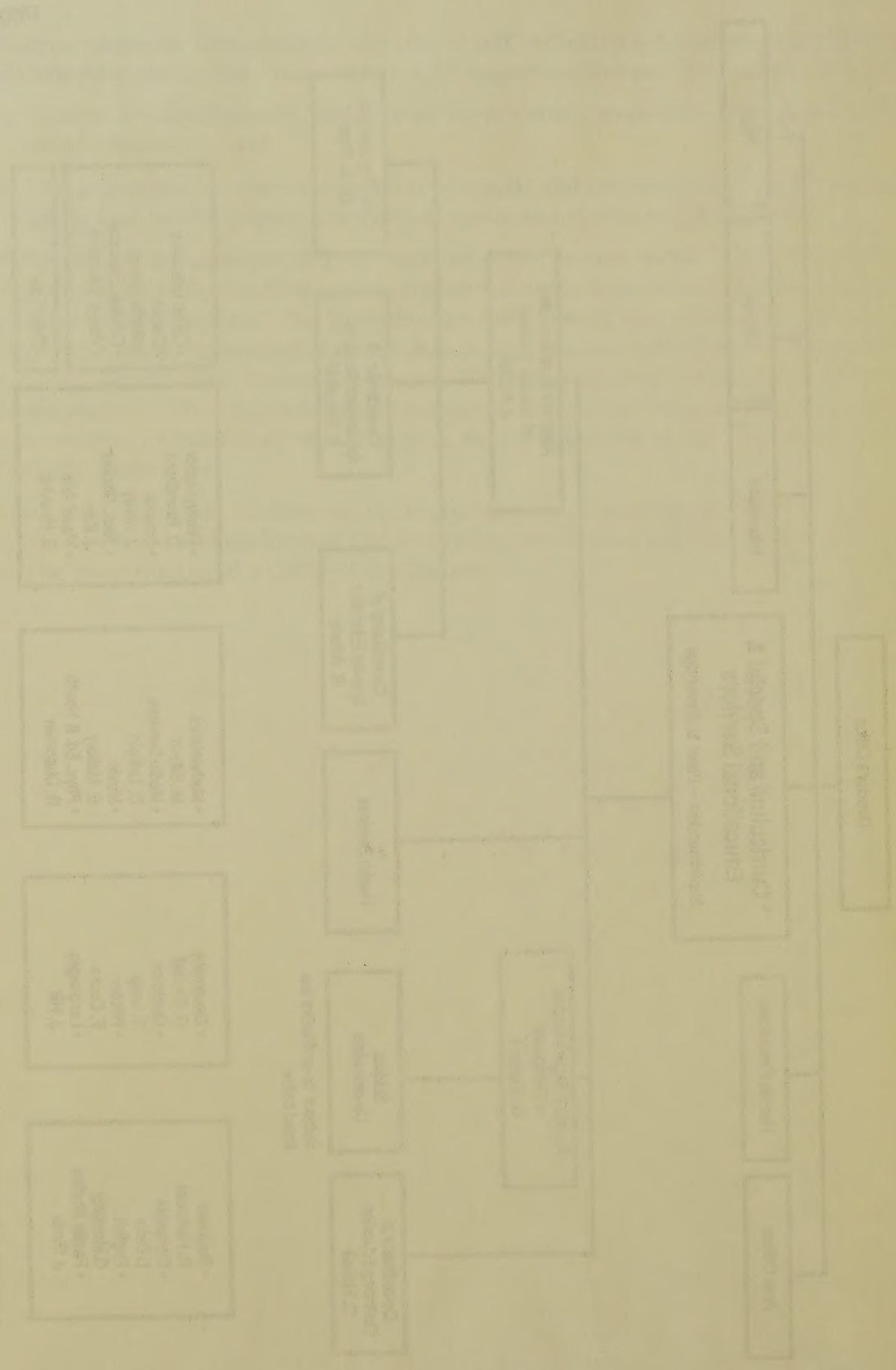
Appropriate recommendations relative to changes in policy, program, staffing and organization in order to address the new and continuing needs of students and staff in our system will be made through the Office of the Director.



* Curriculum Superintendency highlighted.

** The following do not report to the Superintendency through a co-ordinator.

• The purpose of the investigation is to determine the effect of the treatment on the response variable.
 • The null hypothesis is that there is no difference between the two groups.



INFORMATION

I.S. #11
89/03

The Plant Department



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

General Image/Overview of Department

The Plant Department is responsible for the provision of adequate accommodations for the students and staff in accordance with Board policy.

Role of Superintendent

The role of the Superintendent of Plant is to provide, operate and maintain the buildings and grounds required by the Hamilton Board of Education, in the most efficient manner allowed with the resources available. The purpose of the department is to work with other members of the administrative team in order to provide a quality and excellence in education to the students in our system. It is the aim of the Plant Department to achieve this by means of supplying accommodation and service compatible with the provision of a quality learning environment.

This is accomplished through the joint efforts of the Superintendent, the Manager of Maintenance and Engineering, the Manager of Caretaking Services and their respective staffs including the administrative and secretarial support services of the department.

Staff Reporting to Superintendent

Jim Rielly - Manager of Maintenance and Engineering

Ernie Salmon - Manager of Caretaking Services

David Allan - Building Analyst

Dorothy Collingwood - Secretary

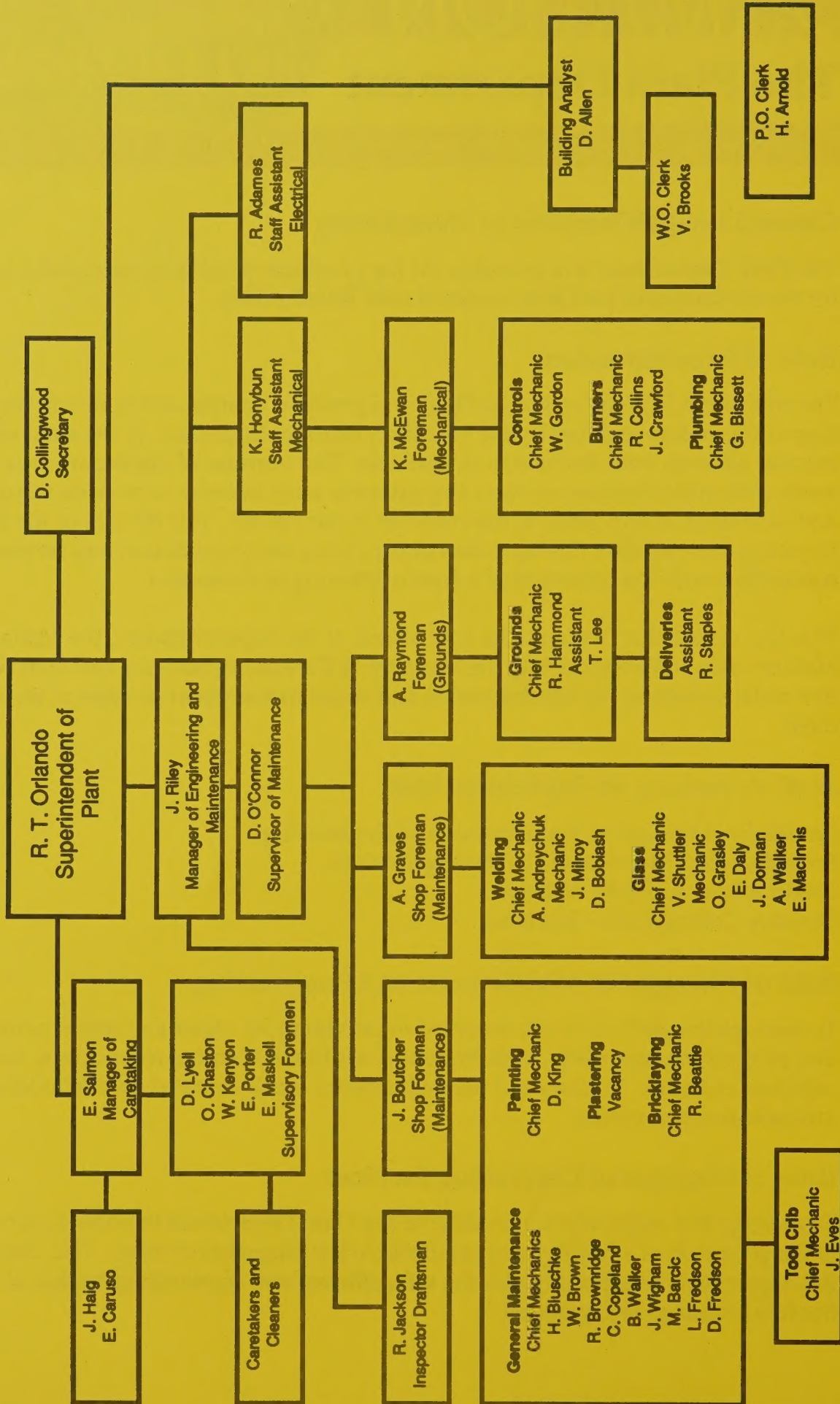
Role of Manager of Maintenance and Engineering

To manage the staff and work involved in providing for major and minor construction projects, replacements, alterations and additions of school room space, building exteriors and sites. To carry out the maintenance work required on the buildings, grounds and equipment.

Role of Manager of Caretaking Services

To manage this major service division of the Plant Department in order to contribute to the provision of a healthy and comfortable learning environment. This division of the department is responsible for the safe, efficient and economic operation of the Board's buildings and grounds.

Plant Department Organization





Description of Superintendency

The Area 5 superintendency comprises an Area Resource team and 19 schools in the west half of Hamilton Mountain.

Several special features are included in Area 5 schools — an alternative education program, an exciting "Westmount 1990" innovative concept and a Dental Assistance Program which serves the entire city. These and other special programs are described in more detail later in this information sheet.

Mr. Don Rothwell is the Superintendent of Schools for Area 5 and has a resource team of approximately 15 supporting 600 staff in the 19 schools of Area 5.



Overview of Superintendent's Role

The Superintendent of Schools in each area has a key role in the reorganized and decentralization structure of the Hamilton school system. The Superintendent interacts directly with principals, parents, trustees, community groups and other superintendents. As the Superintendent of Schools for Area 5, Don Rothwell, is responsible for the supervision and evaluation of staff assigned to his area and reports directly to the Associate Director.

Don's responsibilities relate to several areas, including those which are outlined briefly below.

Human Resources - the Superintendent:

- works in conjunction with Principals, other Superintendents of Schools and the Associate Director developing an area human resources plan within the context of system directions,
- works with the Superintendent of Human Resources to maintain the collective bargaining agreement, and
- assists in providing enrollment and staff forecasting.

Curriculum

- curriculum can be effective only when programs and resources truly meet school needs. Facilitating interaction among those responsible for curriculum review, development and implementation is a key accountability of the Superintendent of Schools. This involves meeting with other Superintendents, selecting consultants, providing input, giving direction and assuming responsibility for standardized tests where appropriate.

Professional Growth and Development

- the Superintendent of Schools is responsible for the effectiveness of staff who work in the area office. This involves supervising and monitoring, performance review, giving encouragement and direction, co-operating with the program leader of staff development and supporting system initiatives.

Plant

- the Superintendent is responsible for:
- school accommodation in the area, including long-term trends,
- making recommendations regarding maintenance, modification and renewal of schools and grounds in co-operation with appropriate personnel.

Financial

- set financial priorities,
- allocate financial resources,
- ensure implementation of approved

budget items.

Special Services

- consult with Superintendent of Curriculum, Special and Educational Services about program modification and development,
- establish area direction in conjunction with Assistant Superintendent of Special Services,
- assist with the implementation of special services programs and supervision of personnel.

Administration/Communication

- manage on-going communication with the community, parents, school staff, Board personnel and Trustees,
- ensure regular meetings among areas,
- set goals,
- ensure all Board policies are put into place.

Some Special Features of Area 5 Schools/Programs

- Phoenix Alter-Ed. Program - a program designed to meet the needs of secondary students who are not experiencing success in the traditional school setting.
- Westmount 1990 - An innovative approach about to be implemented which will involve flexible pacing in terms of curriculum delivery. The curriculum will be delivered in small group and large group sessions and in well designed learning guides which will allow students to work individually or independently.
- Sir Allan MacNab Dental Assistant Program - a unique personal services program which touches upon dental science, clinic work, dental assistance, laboratory procedures, dental administration and dental office procedures. This program is open to students from all parts of Hamilton.
- Caledon - Macphail Infant and Parent Co-operative Inc. - a day care program which cares primarily for the children of Caledon students. The program has

...including those which are not listed below.

Library Resources - The University

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Appendix A - Bibliography

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Appendix B - List of Figures

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three purposes — provide good infant care, parent modelling and help students complete education.

Elementary Programs:

- Autistic Program - Ryckman's Corners (Primary Age) and Westwood (Junior Age) - both programs are designed to meet the unique needs of autistic youngsters. A strong emphasis is placed on the ARCH model of curriculum delivery - academic, recreation, community and self-help skills.
- Gifted Classes - Westwood, Westview and Westmount - Congregated gifted youngsters are gathered in a campus setting. The program opportunities are designed to stretch the abilities of gifted students.
- Children's Developmental and Rehabilitation Program (Holbrook) - classes at Junior Kindergarten and Senior Kindergarten are provided for children with Cerebral Palsy. A full program of academic, social and physical activities is provided.
- Auditorily Impaired (Including Pre-School) - Queensdale - Queensdale houses the only classes for primary and junior hearing impaired children in the school system. The youngsters begin their formal education at the age of two because of their special needs and increased difficulties in developing language.

Area 5 Resource Team

Don Rothwell, Superintendent of Schools

Bruce Mair, Supervisor

Ed Maskell, Supervising Foreman

Carol Midgley, Secretary to Superintendent/Supervisor

Debbie Bell, Secretary to Resource Team

Barbara Haverty, Primary Consultant

Mary Jean Tyczynski, Junior Consultant

Eto Corcione, Special Education Consultant

Jo-Anne Neath, Area Learning Resource/Gifted

Debbie McQuin, Special Education - Speech Pathologist

James Cairns, Adjustment Counsellor

Mel Spencer, Adjustment Counsellor

David Ryckman, Psychological Consultant

Lois Campbell, Psychological Consultant

JoAnn Reitzel, Psychological Consultant

Marg Bowman, Special Assignment Teacher, Secondary Schools, Curriculum Implementation (Area 4/5)

Leanne Yarwood, Special Assignment Teacher, Special Education, Program Modification

Area 5 Schools

Elementary:

Buchanan Park (23); Chedoke (36); Eastmount Park (23); G.L. Armstrong (40); Holbrook/Holbrook S.A.M. (39); James MacDonald (21); Mountview (22); Norwood Park (22); Queensdale (24); R.A. Riddell (52); Ridgemount (24); Ryckman's Corners (13); Seneca (27); Westview (28); Westwood (30).

Secondary:

Phoenix Alternative (4); Caledon (23); Sir Allan MacNab (83); Westmount (66).

State of Wisconsin

The State of Wisconsin is a state in the
Midwest of the United States.

It is bordered by Minnesota to the west,

Illinois to the south, and Michigan to the east.

The capital is Madison, and the largest city is

Milwaukee. The state is known for its

lakes and forests, and is a major producer of

dairy products and paper.

The state is also known for its scenic beauty and

outdoor recreation.

The state is a member of the Great Lakes

Basin and the Great Lakes Compact.

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State of Wisconsin

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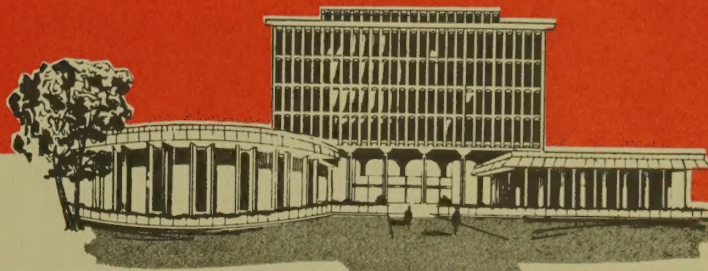
Basin and the Great Lakes Compact.

The state is also a member of the Great Lakes

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Basin and the Great Lakes Compact.



Statement of Philosophy:

The Finance Department provides leadership in developing and administering financial policies and affairs within available resources.

Finance endeavors to accomplish this for students, staff and the community by collaborating with Trustees, Senior Management, Staff and the Ministry of Education.

Function of the Superintendency:

The office of the Superintendent includes two roles - that of the Superintendent of Finance and Treasurer, and the Controller. As a member of Senior Management, the Superintendent of Finance ensures the integrity of the Board's financial decision-making, planning and management systems.

The Controller is responsible for meeting the ongoing requirements of the Board in such areas as Accounting, Assessment, Audit, Budget, Facility Rentals, Insurance, Payroll, Property Management, Purchasing and Transportation. As a part of his responsibility, the Controller co-ordinates the development of a three-year strategic management plan for the department. The plan focuses on goals relating to optimizing roles and responsibilities, communication, staff relations, decision-making and technology.

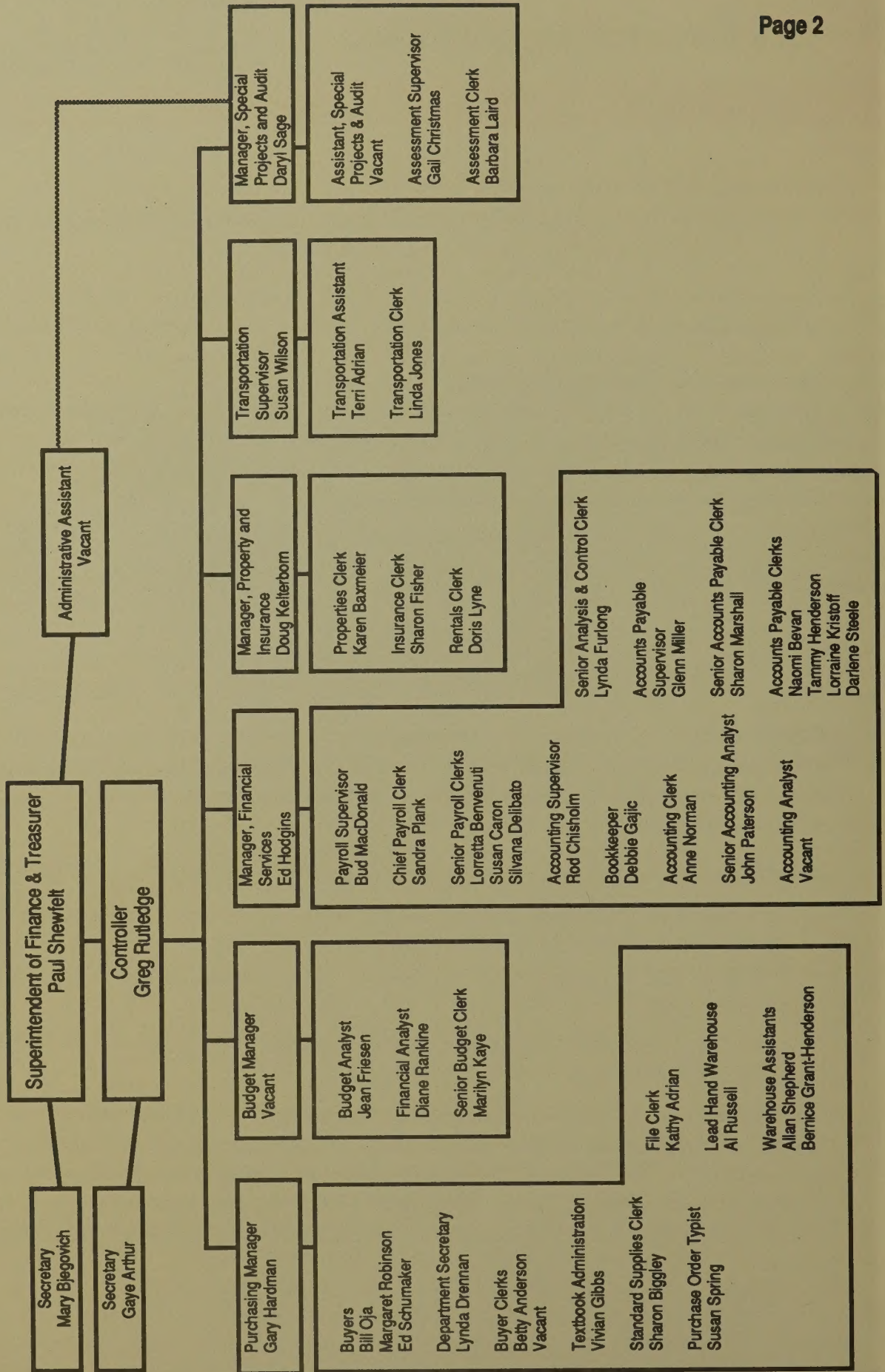
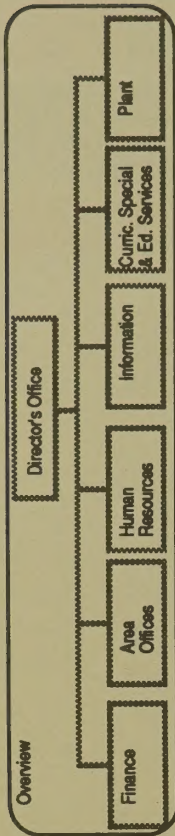
Computerized systems play a major role in supporting Finance's responsibility to provide accurate and timely information that is effective to the end user. The development of integrated financial systems provides for financial planning, controlling, forecasting and reporting.

In addition to the benefits of new systems, the Finance Department assists by:

- ensuring that proposals for new developments or evaluations of current programs have a standardized financial perspective,
- working with Superintendents of Schools in the management of area financial matters, and
- providing interpretation for Senior Management of funds available from the Ministry of Education and other sources.

To meet the needs of the Board's new structure, the Finance Department conducts their activities to reflect centralized effectiveness in a manner that accommodates decentralized flexibility. The Finance Team fosters the Board's vision which advocates and values a caring attitude, respect for diversity, accountability, innovation, trust and openness in communications, to meet the changing demands of our dynamic educational environment.

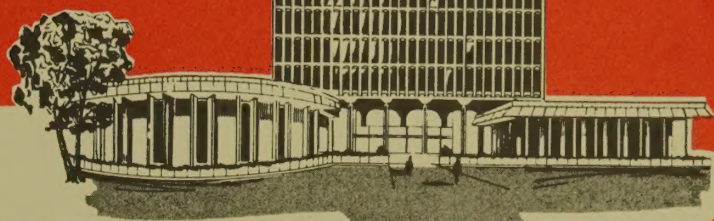
Finance Department



INFORMATION

I.S. #12
89/06

The Director's Office



ONE OF A SERIES OF INFORMATION SHEETS PUBLISHED BY THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Telephone (416) 527-5092

The Office of the Director includes two roles —the Director and the Associate Director of Education. The prime responsibilities of this office centre around:

- leadership and goal-setting for the system, and
- functional integration of all superintendencies, including the co-ordination and management of schools, area offices and central office.

The Director of Education and Secretary of the Board

As the Board's Chief Executive Officer, the Director is responsible to the Board for ensuring that the system is managed in accordance with the Acts and Regulations of the Ministry of Education, and the policies of the Board. Providing leadership for the system is also a major function of the Director. This aspect of the role involves working with the trustees, educators and support staff of all employee groups as well as the larger communities in the city and the province. The Director must be truly representative of all sectors of the organization. In accomplishing these ends, much time is spent in communication, in listening to and talking with staff, and in providing liaison with outside constituencies.

The Director's office is the connecting link which integrates the functional teams of Curriculum, Finance, Human Resources Department, Information, Plant and Superintendents of Schools into a cohesive unit with energies aligned to the directions and policies of the trustees. The Director's Office regularly examines the roles and functions of these teams.

The Director initiates and promotes cyclical planning procedures, including regular reviews in association with the trustees and superintendents. This is necessary in order to articulate an overall system mission, to set broad philosophical directions and to outline annual goals. As well, the Director ensures that similar planning procedures are used by other groups throughout the organization.

Another important role of the Director is to serve as the Secretary of the Board. Through this role, he assumes the duties set out in section 174(1) of the Education Act. This includes:

- keeping a full and correct record of Board proceedings,
- transmitting reports to the Ministry,
- giving notice of meetings of the Board, and
- other duties which may be required by Ministry regulations, the Act and the Board.

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GOVERNMENT DOCUMENTS

Associate Director of Education

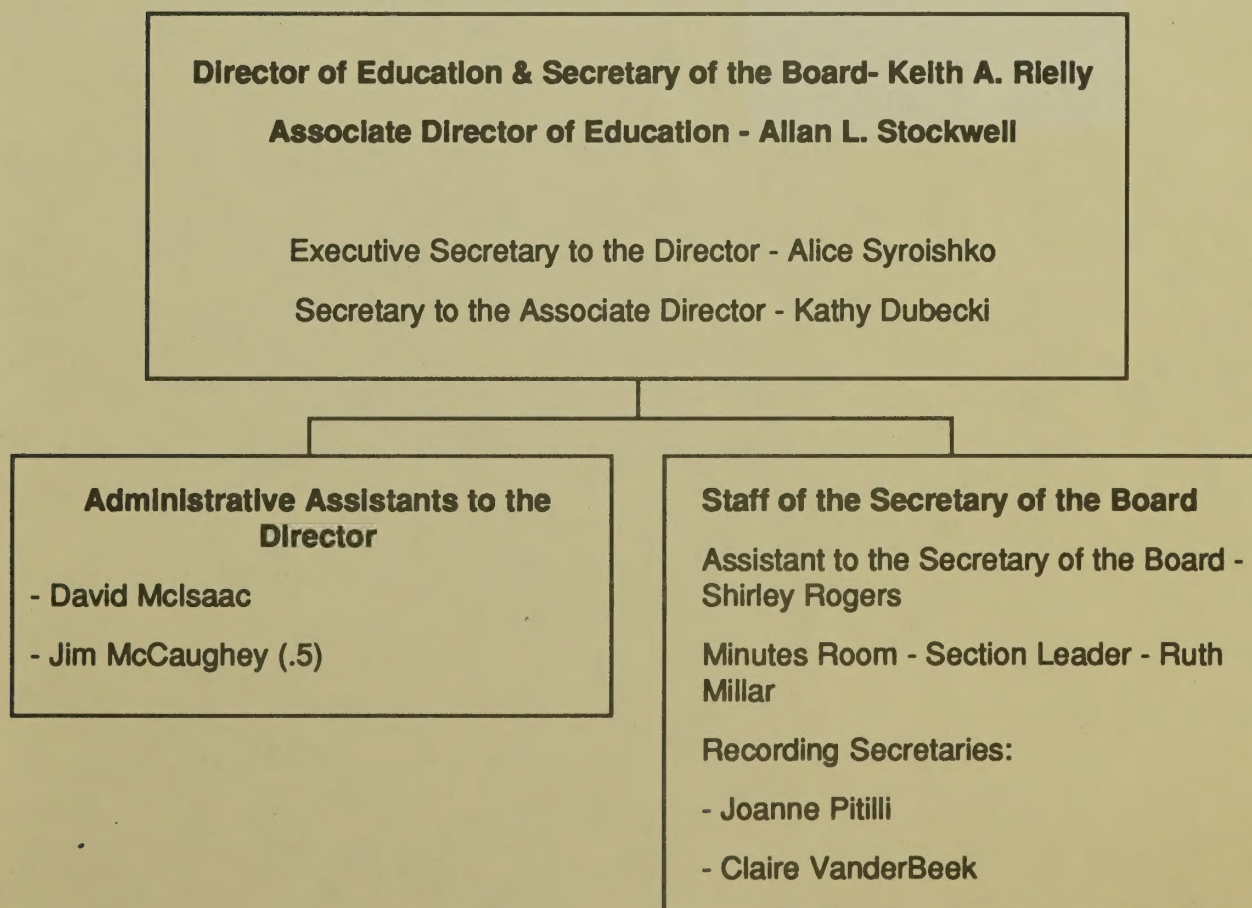
The Associate Director is responsible for the day to day management of the system which is carried out in a manner consistent with the philosophical and practical directions of the Director.

As well as participating fully with the Director in the larger management team, the Associate Director promotes the building of a cohesive team with the Superintendents of Schools, Area Supervisors and the Superintendent of Plant. He ensures that the plans and intentions of the larger management team are carried out in the areas and in the schools.

While the Director provides the global leadership for the development of department teams, the Associate Director uses a similar process for the development of area teams, each led by a Superintendent of Schools. The collaborative leadership style used to build these teams serves as a model for all other departments and schools throughout the system.

The Associate Director also co-operates with the Director in the use of planning procedures with the Superintendents of Schools ensuring that similar planning procedures are used by principals and other area groups.

The Office of the Director



Section 1: Introduction

The following information is provided for your information and is not intended to be used as a basis for any action.

As well as providing information, the purpose of this document is to provide a summary of the information provided in the previous document.

Where the information provided in this document is not sufficient to provide a complete picture of the information provided in the previous document, the information provided in this document is not intended to be used as a basis for any action.

The information provided in this document is not intended to be used as a basis for any action. It is provided for your information only.

The Office of the Director

Section 2: Information provided by the Office of the Director

Section 3: Information provided by the Office of the Director

Section 4: Information provided by the Office of the Director

Section 5: Information provided by the Office of the Director

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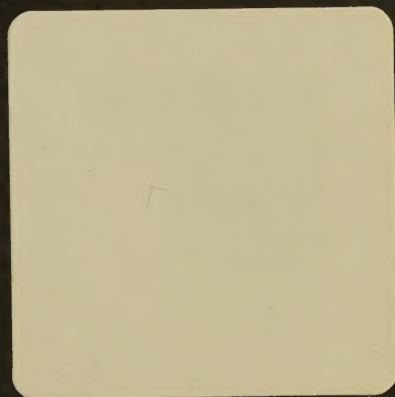
Section 11: Information provided by the Office of the Director

Section 12: Information provided by the Office of the Director

Section 13: Information provided by the Office of the Director

Section 14: Information provided by the Office of the Director

Section 15: Information provided by the Office of the Director



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